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ELEMENTARY SCHOOLS WORK FOR FIRE SAFETY IN THE COMMUNITY

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FIRE SAFETY DEPENDS ON EDUCATION

Fire is a killer and destroyer. It is a threat to homes and public property, to business establishments and the jobs that depend upon them, and to life itself. It is a menace, obviously, against which any reasonable human being should be on guard. Awareness of this menace is lacking, for fire-safety experts tell us that 80 per cent of our fires could have been prevented or controlled in their early stages. It is a plain fact that most fire loss is caused by carelessness, ignorance, or indifference. In other words, fire safety is in large measure a job for education.

Schools are only one of the agencies working on this community task of education. They are a key agency, however. California law recognizes this in making mandatory provision for elementary school instruction in fire prevention and fire control. The welfare and safety of children themselves is involved, as well as the welfare and safety of communities.

IS THE ELEMENTARY SCHOOL PROGRAM EFFECTIVE?

California schools in general do a good job of protecting children from fire in school plants by safeguarding construction, by frequent fire inspection, and by regular fire drills. The effectiveness of the educational program in fire safety varies, however, from school to school. Teaching people to take care of their own safety, to act promptly and wisely in emergencies, and to be deeply concerned about fire hazards wherever they are found is difficult to accomplish. But this is the essential task of education, and the whole effectiveness of the school's efforts in teaching fire safety must be measured in the realistic terms of elimination of hazards, reduction in fire loss, and reduction of accident and death in the community of which the school is a part. A change in the way people behave toward fire and danger of fire can improve the record.

How effective can schools be in fire safety, working, as they must, largely with children and young people? Many leaders in fire-prevention organizations and agencies are now focusing a large part of their programs on schools—on children and youth. This is not only because it is easier to mold a new generation than to change an old one, but because children of elementary-school age are vigorous and enthusiastic workers. Capt. Charles Bahme of the Los Angeles Fire Department says that 387,000 fire hazards were corrected during a four-year period in that city through the notable Junior Fire Department program conducted under the joint sponsorship of the City Fire Department, the Junior Chamber of Commerce,

and the Board of Education. Fire losses in Los Angeles were reduced each year during the program. In 1947 this reduction was \$167,000, and Captain Bahme feels the work of the children of Los Angeles was an important cause. As he says, "When you have 136,000 hazards corrected in one year, you are bound to have lower fire loss."¹

SCHOOLS WORK WITH THE FIRE DEPARTMENT

Accomplishments such as these in Los Angeles illustrate the value and importance of co-operation between schools and fire departments in a community program. The specialists in fire prevention in California cities and counties believe in the potentialities of a good school program to increase fire safety and offer their services and expert knowledge generously. These services are invaluable to the schools of the state in the building of a sound, cumulative program of fire safety into the school curriculum.

If learning experiences for boys and girls are to function in their daily living, these experiences must be based on conditions in the local community. The fire department knows the causes of local fires, the resources in the community for combating fire and eliminating hazards, and local regulations. Members of the department can demonstrate good practice, help to prepare written materials needed by teachers and classes; work with curriculum committees and groups of teachers in workshops; help classes to plan checks and surveys of their schools, homes, neighborhoods, and the stores, shops, and public buildings which they frequent; and assist with clean-up campaigns.

FIRE SAFETY IS A PART OF THE REGULAR CURRICULUM

The regular school curriculum abounds with opportunity for teaching fire safety. The day-by-day program that is an integral part of school living and learning is the type of fire-safety education accepted as most effective by both school leaders and fire-prevention experts. The value of special programs, intensive campaigns, and such observances as those of Fire Prevention Week is recognized, as is the work of such special groups as Safety Clubs. However, these are considered as supplementary activities. The only way to reach all the children and all the homes, consistently and effectively, is through the regular program where children are learning in a meaningful context through activities and problem-solving situations which are important to them.

However, there are several new essentials if a successful program of this kind is to be carried out. In the first place, teachers need to be well informed in the whole subject, knowing the conditions peculiar to their own community as well as general information and methods. They need to have many ideas as to good types of learning experiences for children

¹ *Proceedings of the Fifty-Second Annual Meeting of the National Fire Protection Association.* Boston: National Fire Protection Association, 1948, p. 67.

and how to organize these. Most of all, they need to feel that education for fire safety is important. Teaching materials should be collected or prepared: books, pictures, film strips, moving pictures, demonstration equipment. In addition, the entire curriculum should be analyzed for the fire-safety possibilities, and careful plans made for the learning experiences that will be included.

An effective program, in other words, needs to be a planned program. Local fire departments are invaluable in the assistance they can give to this planning. Parent organizations, service clubs, and other individuals and groups in the community will often be interested in helping. The results, as in any other educational effort, can well repay both school and community.

BOYS AND GIRLS LEARN THROUGH ACTIVE PARTICIPATION

Because fire-safety education is aimed at changes in action, the learning experiences of boys and girls must be essentially "doing" activities. Teachers and other adults may do the background planning and make materials and experiences available, but children need to discover problems for themselves, to investigate possible solutions, to gather necessary information, and to plan and take the responsibility for action.

Many such problem situations can be found and used throughout the school day, as children study their school and their community, industries, government, transportation and communication, science, home and family life, living in other times and in other countries; as they use tools and electricity, go on excursions, carry on school housekeeping, engage in dramatizations and dramatic play, plan community-service projects, or carry out routines of the school day.

Such activities as the following, listed in the U. S. Office of Education bulletin, *A Curriculum Guide to Fire Safety*,¹ indicate the wide variety of possibilities for elementary school children in a program for fire-safety education.

ACTIVITIES FOR CHILDREN

1. Fire safety in the school.
2. Fire safety at home.
3. Fire safety in the community.

Fire safety in the school.—Check the school and grounds for fire safety (forms for school inspection are available free of charge from the National Board of Fire Underwriters, 85 John St., New York City). Include in the evaluation such questions as, What are the fire hazards? How can we eliminate them or protect ourselves against them?

Keep a record of all experiences in one school day which have some connection with fire safety. Include in the evaluation such a question as, Were we safe? Could we have been more careful or skillful?

¹ *A Curriculum Guide to Fire Safety for Elementary Schools*. Bulletin 1946, No. 8. Washington 25: U. S. Office of Education, Federal Security Agency, 1946, pp. 11-14.

Keep a cumulative record of fire-safety precautions in chart form.

Plan a program for making the school more fire-safe in terms of what children themselves can do, and put it into operation.

Build a mimeographed book of children's own stories about fire safety.

Discuss the school fire drill, its purpose, reasons for the procedure used in the local school with each group of children, and adopt a plan by school-wide agreement.

Make co-operatively a list of safety rules to put above the cooking stove used for preparing school lunches.

Co-operate with the annual fire-prevention and clean-up weeks by giving an assembly program based on demonstrations.

Use movies, slides, pictures, or other available visual aids in all activities where they can point up the problem.

Maintain a bulletin board of pertinent fire facts.

Make a study of fire-extinguishing equipment (sprinklers, hose, extinguishers, etc.) in the school in relation to specific hazards. Have certain of these demonstrated where practicable, and give children an opportunity to demonstrate with those they can handle.

Ask the high school science teacher to carry out some of the demonstrations suggested in the publication, *Selected Demonstrations for Use in Fire-Safety Education*. . . .¹ Discuss applications of these to fire-safety problems.

Fire Safety in the Home.—Survey the home (forms for home inspection are available from the National Board of Fire Underwriters).

Discuss and demonstrate good housekeeping procedure for: Proper disposal of rubbish and ashes; safe storage of fuel; and correct installation and care of stoves, furnaces, and their pipes.

Make posters on the subject of fire safety in the city or small town home, on the farm, in the forest or park, at the various seasons.

Make a floor plan of a fire-safe home, indicating the location of fire extinguishers.

Plan and carry out a home fire drill, and report the results to the group.

Dramatize what to do when there is a fire: How to escape from a smoky room; what to do when clothing catches fire; how to test a door to see if it is safe to open; how to give the alarm by telephone and by means of a fire alarm.

Prepare and take home different reminder tags to be hung on the door knob, for example: Is the electric iron turned off? Is the toaster disconnected? Has the light been turned off in the basement?

Examine your home fire extinguisher; copy the Underwriters' label of approval and the directions for operation which appear on the front of the extinguisher. Could a child use it if occasion arose? Have children compare the various types of extinguishers and the directions.

Prepare an instruction card for calling the local fire department, and place it near the telephone.

Demonstrate with home-made equipment and simple materials certain principles involved in the use of fire as an aid to man, but as something that must be controlled.

Fire needs oxygen.—Set a lighted candle on a table. Invert a large drinking glass over the candle. When the candle goes out help children to draw conclusions showing the "why" and the application to safe living.

Certain materials burn easily.—Place pieces approximately the same size, of cotton, paper, cloth (cotton, silk, wool), wood, and coal on individual asbestos pads set on a metal-top table or in a zinc-lined sand table. Set fire to each as nearly as possible at the same moment. Which burns first? last? What reasons can children suggest for differences in time? How should these results influence our own living?

Use care and caution with such demonstrations!

¹ *Selected Demonstrations for Use in Fire-Safety Education*. Boston 10: National Fire Protection Association (60 Batterymarch St.), 1938. Pp. 38. Price, 35 cents.

Discuss the handling of matches such as storing in a metal can, playing with them, keeping them out of reach of small children, striking them away from the body, breaking before discarding, using for light in clothes closet.

Bring electric toys to school. Examine them for the Underwriters' label. Discuss possible fire hazards in connection with using toys that do not have a label.

Devote an issue of the school newspaper to home fire-safety, writing articles on such topics as the dangers involved in amateurs' working on electrical circuits, replacing a defective fuse with a penny, leaving the electric iron or toaster turned on, using frayed electric cords, using electric cords under a rug, using rubber tubing for gas appliances, searching for a gas leak with open flame.

Design a cabinet in which to house your fire extinguisher for placement in the kitchen, hallway, or garage entrance.

Culminate the activities of the year by use of the Home Inspection Blank for school children furnished gratis by the National Board of Fire Underwriters.

Fire safety in the community.—Keep a record of all fires and fire losses in the community. Discuss such questions as: What are their causes? How could they have been prevented? Was prompt action taken? What was the loss in Money? in lives?

Put a street map of the community on the bulletin board. Mark with red crosses places where fires occur. Try to determine causes. Discuss such questions as: Do fires occur more frequently in certain areas? Can this be blamed on poor construction, crowded living conditions, presence of industry, or other causes? Make this record continuous throughout the year. Discuss things both children and adults can do to reduce fire hazards.

Visit the fire department. Interview firemen. Write a picture-story summary.

Demonstrate how to give a fire alarm by telephone and by means of a fire alarm. Discuss how false alarms hurt the community.

Help to plan a fire-safety program for the community in which children can have a part. Make this an all-school activity.

Conduct an inspection tour "hazard hunt" of the neighborhood, to list fire hazards. Dramatize this experience in an assembly program to which parents and neighbors may be invited. Include a demonstration to show why no one should smoke at a gasoline station. Put a little gasoline (2 or 3 tablespoons) into an alcohol lamp. Light the wick and let it burn for a minute. Then put the flame out. Hold a lighted match about an inch above the wick. The vapor of the gasoline ignites. Why is this true? What does it demonstrate? Follow up with a discussion of how corrections can be made in smokers' behavior at gasoline stations.

Invite local firemen to demonstrate the use of fire extinguishers.

Conduct a fire-safety column in the school paper or the local paper, or publish a "Fire-Safety News" for home distribution. This could be hand-written and illustrated if there are no printing or mimeographing facilities available.

Demonstrate how to build and extinguish a campfire, using real materials on the school grounds. Emphasize at the same time principles involved in extinguishing fires such as (1) cooling by pouring on water or (2) cutting off the supply of oxygen by smothering with sand or dirt.

Discuss the "fire safety" on such neighborhood buildings as theaters, halls, skating rinks, restaurants.

Both locate and count the number of exists in the neighborhood theater and choose the two, either of which you could use.

Cooperate with the community Fire-Prevention Week campaign which is observed early in October. Prepare posters, draw cartoons, arrange an assembly program, give demonstrations on fire prevention and control in local store windows.

Organize a Fire-Safety Club in school to help make the community fire safe, or make this activity a responsibility of the school council if there is such an organization, or co-operate with groups such as the Junior Red Cross, 4-H Clubs, Camp Fire Girls, Boy and Girl Scouts.

WHAT ARE THE GOALS OF THE FIRE-SAFETY PROGRAM?

It is important in all the school's planning that the goals of the program be clearly identified and understood by all concerned—the school staff, the children, and members of the community. Each school should probably do this in the specific terms of the local situation. However, all would agree on these main points:

1. Boys and girls should recognize fire hazards at school, at home, in the community. They should correct them whenever it is in their power to do so, or call them to the attention of the proper person.
2. They should handle fire, combustibles, and electricity safely, and take proper precautions to prevent fire. They should take the responsibility of helping others to do so.
3. They should know what to do in case of fire in any place and under any condition.
4. They should understand community provisions and needs for fire protection, and consider themselves responsible citizens of the community.

These brief points imply a great deal of skill, a great deal of knowledge, and a highly developed sense of responsibility. Certainly this is more skill, knowledge, and responsibility than most adults have. With good teaching, however, it is possible to go a long way toward attaining them for our children as they grow through the elementary school years.

MATERIALS FOR CURRICULUM COMMITTEES

- A Curriculum Guide to Fire Safety.* Bulletin 1946, No. 8. Washington 25, D. C.: U. S. Office of Education, Federal Security Agency, 1946. Pp. vi+32. For sale by Superintendent of Documents, price 10 cents.
- Fire Prevention and Protection: A Bibliography.* Washington 6, D. C. National Commission on Safety Education, National Education Association (1201 Sixteenth St., N.W.), 1949. Pp. iv+36. Price, 25 cents.
- Fire Prevention Education.* Prepared by Center for Safety Education, Division of General Education, New York University. Edited by Charles C. Hawkins. New York 7, New York: National Board of Fire Underwriters (85 John St.), 1942. Pp. 356. (Out of Print.)
- Judging the Fire Risk.* Chicago, Illinois: Federation of Mutual Fire Insurance Companies (919 N. Michigan Ave.). Pp. 32. Free.
- MURPHY, H. GEORGE, AND PITKIN, EDGAR S. *Fire Prevention Education.* Albany, N. Y.: The University of the State of New York Press, 1946. Pp. 64.
- Official Manual of the Junior Fire Department.* Los Angeles, California: Los Angeles Junior Chamber of Commerce, 1946. Pp. 44.
- Questions and Answers on Home Fire Prevention.* Prepared by the Los Angeles Fire Department, with the co-operation of the Curriculum Division, Los Angeles Public Schools. Los Angeles, California: The Los Angeles Fire Department, 1949.
- PRESIDENT'S CONFERENCE ON FIRE PREVENTION. *Report of the Committee on Fire-Prevention Education*, May, 1947. Washington 25: President's Conference on Fire Prevention, 1947. Pp. 32. For sale by the Superintendent of Documents, price, 10 cents.

Suggested Guide for Safety Instruction: Primary Grades or Upper Grades. Washington 13, D.C.: American National Red Cross (Seventeenth and D Sts., N.W.), 1948. Free.

Materials on fire-safety education are produced and distributed by the following agencies. Requests for materials should explain specific needs and interests.

Associated Factory Mutual Fire Insurance Companies, Inspection Department, 184 High St., Boston, Massachusetts

Center for Safety Education, New York University, 8 Fifth Avenue, New York 11, New York

Chamber of Commerce of the United States, Washington, D.C.

International Association of Electrical Inspectors, 612 N. Michigan Ave., Chicago, Illinois

International Association of Fire Chiefs, 22 E. 38th St., New York 16, New York

National Board of Fire Underwriters, 85 John St., New York 7, New York, or Merchants Exchange Building, San Francisco, California

National Commission on Safety Education, National Education Association, 1200 Sixteenth St., N.W., Washington 6, D.C.

National Fire Protection Association, 60 Batterymarch St., Boston 10, Massachusetts
Superintendent of Documents, U. S. Government Printing Office, Washington 6, D.C.

INSTRUCTIONAL MATERIALS FOR ELEMENTARY GRADES

BOOKS AND PAMPHLETS

Checklist of Questions on Fire Prevention and Protection for Use by Students at Home. Washington 6, D.C.: National Commission on Safety Education, National Education Association (1201 Sixteenth Street, N. W.), 1949, Pp. 10. (Grades 6-8)

Johnson, Eleanor M. *Firemen.* Unit Study Book No. 103. Columbus, Ohio: American Education Press, Inc., 1941. Pp. 24. Price, 15 cents. (Elementary)

Lent, Henry B. *The Fire Fighter.* Illustrated by Earle Winslow. New York: The Macmillan Co., 1939. Pp. 66. Price, \$1.50. (Grades 6-8)

Mitchell, Helen. *Fire-Fighters: The Story of Fire Protection, Past and Present.* Illustrated by C. H. DeWitt. Basic Social Education Series. Evanston, Illinois: Row, Peterson and Co., 1941. Pp. 36. Price, 36 cents. (Elementary)

Olds, Elizabeth, *The Big Fire.* Illustrated by the author. Boston, Massachusetts: Houghton Mifflin Co., 1945. Pp. 28. Price, \$2.00. (Elementary)

Parker, Bertha Morris. *Fire, Friend and Foe.* Checked for scientific accuracy by Clifford Holley. Basic Science Education Series. Evanston, Illinois: Row, Peterson and Co., 1941. Pp. 36. Price, 36 cents. (Grades 6-8)

NOTE: Other materials may be obtained from the agencies listed under *Materials for Curriculum Committees.*

SLIDES (2" x 2")

City Fire Department. Stillfilm, Inc., 8443 Melrose Ave., Hollywood, California.

Fire Safety. Society for Visual Education, 100 E. Ohio St., Chicago, Illinois.

Fire Thief. Society for Visual Education, 100 E. Ohio St., Chicago, Illinois.

How to Build a Simple Fire. Society for Visual Education, 100 E. Ohio St., Chicago, Illinois.

FILMS (See titles marked with asterisk in the following list)

SELECTED FILMS FOR FIRE-SAFETY EDUCATION

AVAILABLE FROM NATIONAL BOARD OF FIRE UNDERWRITERS

The following 16 mm. films are available from the National Board of Fire Underwriters, Merchants Exchange, San Francisco 4, California, free of charge. Descriptive notes are adapted from the distributors' catalog. Films suitable for elementary grades are starred (*). Others will be valuable in secondary schools, for adult classes, or for teacher groups.

And Then It Happened. Kodachrome with sound, 10 minutes.

The Maine forest fires of 1947 destroyed millions of dollars worth of valuable watershed, timber land, and homes and devastated scores of communities. This film shows the fire destruction graphically and points a warning to all against misuse of our forest heritage.

"Approved by the Underwriters." Sound, 22 minutes.

Almost every person in the United States is protected in his daily life by the safety standards of Underwriters' Laboratories, Inc., from hazards arising from the use of heating, electrical, and mechanical equipment. This film shows the rigorous testing methods used by the Laboratories to make sure that products "Approved by the Underwriters" will not cause fire, injury, or shock.

**Before the Alarm.* Sound, 10 minutes.

This is a fast-moving story of fire-prevention engineers at work in a typical American community. *Before the Alarm* shows how your public officials and fire prevention experts co-operate to build a safer nation and to safeguard lives and property from fire.

**Chemistry of Fire.* Sound, 11 minutes.

Demonstrates how the elements of fuel, oxygen, and ignition temperature must be present in order to have fire; differentiates between flash point and ignition point of fuels; and tells how a fire may be extinguished.

**Crimes of Carelessness.* Sound, 11 minutes.

This fire-prevention film depicts the appalling loss of life and property which results from preventable fires. The film contains spectacular pictures of actual fires and will convey a moving message to young and old. It is appropriate for showing before any type of audience.

**Firemen.* Sound, 11 minutes.

Organization and activities of a city fire department. This film is particularly appropriate for showings before younger audiences.

**The Frying Pan and the Fire.* Kodachrome in sound, 18 minutes.

How a gay vacation can be turned to near tragedy by a single thoughtless act—leaving a campfire burning unattended—is shown in this film. The vacationers are two pretty girls, one of whom prevents the fire from spreading by quick action and a handy frying pan.

Men of Fire. Sound, 10 minutes.

Fire fighting has made great progress since the early days of volunteer bucket brigades and hand-pumped engines. Today's fireman is a highly trained technician, carefully selected and schooled—capable in scientific fire suppression. *Men of Fire*, starting with early attempts at fire suppression, carries on through the gradual evolution of fire-fighting methods and equipment to show how the fireman of today is trained.

**More Dangerous than Dynamite.* Sound, 10 minutes.

A forgotten electric iron, a lamp wire whose insulation has been worn off by age or zealous vacuum cleaning, a basin of cleaning fluid—like Mrs. O'Leary's cow, any of these can make a whole community homeless. *More Dangerous than Dynamite* shows you how to be careful—and what happens if you're not.

***No Time to Lose.** Sound, 5 minutes.

This short, dramatic film shows three ways to turn in an alarm so that the fire department may be on the scene in the shortest possible time—on the phone, in person, or at the alarm box. Interesting and instructive for both adult and juvenile groups.

***One Match Can Do It.** Sound, 10 minutes.

A camper's match starts last year's dead leaves burning. The leaves ignite the brush. The fire may be beaten out in a week, but it will take a decade to get a new forest going. Before the new growth gets under way, a spring thaw brings the muddy river that ran along the forest's edge to flood height. The soil is torn away by the rushing water, and the river leaps the bank and covers the valley. Because of a match, a town is flooded.

***Sixty Seconds to Safety.** Sound, 10 minutes.

A minute may be saved by tossing old rags into an out-of-the-way corner of the school basement; or an hour by skipping a school fire drill. But all that is saved may be lost forever when disaster strikes. *Sixty Seconds to Safety* tells what should not be forgotten, and shows what can be done to prevent disaster.

***Smoke Eaters.** Sound, 18 minutes.

This excellent film, produced by a major motion picture company, depicts the role the fireman plays in the life of America. It shows the risks he takes to protect his fellow citizens and some of the methods he uses to extinguish fires and detect their origin. This film is recommended for both adult and younger audiences.

AVAILABLE FROM VARIOUS DISTRIBUTORS

Source of the following films is indicated after each title.

Bad Master. Sound, 10 minutes. Free on loan. Bureau of Communications Research, Inc., 13 East 37th Street, New York 17, New York.

This film is designed to show how fires start in a home and some of the common-sense things to do to prevent fire.

***City Fire Fighters.** Sound, 10 minutes. Price, black and white, \$45; color, \$90. Coronet Instructional Films, 65 East South Water St., Chicago 1, Illinois.

Shows the importance of organized fire fighting. The lesson develops as we visit a city firehouse where the fireman shows his equipment and demonstrates how he goes into action at the sound of an alarm. Emphasis is placed on fire prevention.

Fighting Large Fires in Brush and Grass. Sound, 30 minutes, color. Price, \$161.12. Castle Films, Russ Building, San Francisco 4, California.

Shows how a large brush and grass fire in the West was brought under control.

Fire. Sound, 10 minutes. Price, \$45; rental, \$2.50. Encyclopaedia Britannica Films, 1150 Wilmette Ave., Wilmette, Illinois.

Illustrates major home fire hazards, shows effective methods of extinguishing fires, and explains why water or a fire-extinguishing material such as carbon tetrachloride smothers a blaze.

Fire and How it Fight It. Sound, color, 23 minutes. Price, \$110. Walter Kidde & Company, Inc., 675 Main St., Belleville 9, New Jersey.

Shows different types and classes of fires, proper equipment and methods for controlling these fires.

Fire and Police Service. Sound, 11 minutes. Price, \$50. Carl F. Mahnke Productions, 215 E. 3rd St., Des Moines 9, Iowa.

Firemen must learn to use many tools, must be experts in first aid, and must know the theory of fire fighting. Their work and training is presented and explained. The many kinds of police work are also presented.

Fire Weather. Sound, 20 minutes. Loan. Weather Bureau, U. S. Department of Commerce, Washington 25, D. C.

Dealing with forest fire control in western national parks, this film illustrates the Weather Bureau's co-operation with fire fighters by giving advance warnings of critical weather conditions and by furnishing continuous reports of wind directions and velocities, atmospheric humidity and other factors contributory to the spread of going fires.

**Friend or Foe.* Sound, 17 minutes, color. Free on loan. Aetna Life Affiliated Companies, Motion Picture Bureau, Hartford, Connecticut.

With the aid of a member of the local fire department a typical family starts a home inspection and fire drill. From cellar to attic, potential fire hazards are searched out and corrected, and the importance of following safe practices is stressed. In the fire drill, the family is shown how to report a fire promptly and how to safeguard themselves against burns, suffocation, or death from fire.

Grass and Brush Fire Fighting. Sound, 28 minutes, color. Price, \$154.30. Castle Films, Russ Building, San Francisco 4, California.

Shows how to suppress a small grass and brush fire with a small crew of volunteer but trained fire fighters.

It's No Picnic. 28 minutes, color. Price, \$148.59. U. S. Department of Agriculture, Motion Picture Service, Office of Information, Washington 25, D. C.

Story of a family picnic and of Father's failure to take one precaution—that of stamping out his pipe ashes. Volunteer fire fighters bring the fire under control and Father, apprehended by the fire warden, is fined for his carelessness.

**Your Fire Department.* Available from the office of the State Fire Marshal, 921 10th St., Sacramento, California.

Produced by the Los Angeles Fire Department for the use of schools.

**A Word to the Wise.* Sound, 17 minutes. Price, \$50; free on loan. National Retailers Mutual Insurance, 7450 Sheridan Road, Chicago 26, Illinois.

Demonstrates the common fire hazards existing in many homes. Carelessness with cigarettes, an electric iron, and an electric heater starts fires in an average dwelling.

ANNUAL REPORT OF THE CALIFORNIA COMMITTEE FOR THE STUDY OF EDUCATION, 1948-1949

HIRAM W. EDWARDS, Secretary-Treasurer of the Committee; and
Director of Relations with Schools, University of California

The California Committee for the Study of Education has been in successful operation for eight years. Each year an annual report is prepared which summarizes the activities of the Committee for the academic year just completed. Such a report includes organizational changes, if any, reports of standing subcommittees—either progress reports or final reports—and the initiation of new studies through the setting up of subcommittees for explicit purposes. There is also included a brief financial report, primarily for the purpose of giving proper credit to the institutions and organizations from which the Committee receives financial support and to indicate the nature of the expenses incurred. Finally, there is included a list of the members and alternates of the Committee, giving the name of the organization or institution represented.

It is to be remembered that the California Committee for the Study of Education is essentially an organization which includes representation from various educational associations and institutions and the State Department of Education. The type of study or research project appropriate for a subcommittee of this organization is one which includes interest from several educational levels. Because of the complex nature of the educational system of the State, there are a great many avenues which link schools and colleges together. Because of these relationships, a problem which comes up in a particular school or college may have ramifications throughout the whole educational system. Consequently, an organization such as the California Committee with its broad representation is particularly useful.

Brief summaries of progress and final reports of subcommittees follow. The complete reports have been presented to the California Committee. In some cases mimeographed or printed reports are available for distribution. In any case, detailed information concerning these reports can be obtained from the chairman of the subcommittee concerned or the Secretary of the California Committee.

1. Enlargement of the California Committee

In response to a request from the California Elementary School Principals' Association, the number of representatives on the California Committee from this Association was increased from one to two. This action was taken in view of the fact that more of the problems being studied at the present time by the California Committee are of interest to the elemen-

tary school administrators than was the case a few years ago. The total membership of the California Committee now stands at twenty-two.

2. *Combined Transcript and Counseling Blank*

The California Subcommittee on Combined Transcript and Counseling Blank prepared a printed form for the use of high schools in transmitting to colleges the academic records of students together with counseling information. The value of such a form had early been recognized by college and high school counselors. The Subcommittee designed a form which seemed best to meet the needs of all concerned, and, at the same time, remained simple. This form was presented to various professional associations for their recommendations. In particular it was desirable to obtain comments from the California Association of Secondary School Administrators. Recently the Subcommittee has received approval of the form by this Association and consequently has completed the assignment. The final forms decided upon by the Subcommittee are printed by the State Printing Office for the State Department of Education and will be sent to the high schools throughout the state for their use as official transcripts. The Subcommittee was discharged with the thanks of the Committee.

3. *Conservation Education*

At the meeting of the Committee on March 17, 1949, Carl D. Duncan, Chairman of the Subcommittee on Conservation Education, presented the final report of his Subcommittee. The Subcommittee members considered that their assignment was a study of conservation education at all educational levels. The opinion of these experts was that the inculcation of conservation ideals must be accomplished through the proper integration of interest in conservation of natural resources in the conventional courses of study below the college level. They did not feel that the introduction of specific courses dealing with conservation would be appropriate.

The Subcommittee recommended that it would be desirable to continue the activities of the Subcommittee by means of a work committee that, under the supervision of the State Department of Education, would plan a program to develop appropriate conservation teaching in the school program. This work committee should give attention to the utilization of materials and techniques appropriate to the particular level and to the various geographical features in areas surrounding the schools concerned.

Copies of the final report of this Subcommittee were transmitted to the State Department of Education for distribution to the Curriculum Commission and to the Committee on Conservation. In this connection the California Committee has been advised that the report of the Subcommittee on Conservation Education, with slight modifications, will be distributed widely throughout the State by the State Department of Educa-

tion. Furthermore, the Committee on Conservation of the State Department of Education has adopted the Report of the California Subcommittee as the basic statement of objectives in conservation education, and has planned a program in conservation education which will utilize the recommendations of the Subcommittee.

4. *Accreditation*

During the academic year 1947-48, the California Committee devoted considerable time and thought to the problem of accrediting schools and colleges in California. Readers will remember that the California Committee arranged for a rather large representative conference of school and college administrators that was held in Sacramento in the fall of 1947. Discussion of the question from all sides by this representative group contributed greatly to a clearer understanding of the accreditation needs in California and the difficulties that would be encountered in establishing appropriate accreditation means. Toward the end of the year it seemed clear that there would be a need for the accrediting of junior colleges.

Specific consideration was, therefore, directed to this area. Various proposals were made. One involved the setting up of a California accrediting agency which would consist of suitable representation from appropriate organizations and institutions in the state. Utilization of the Northwest Association of Secondary and Higher Schools was a possibility which had considerable advantage because it was an established and recognized organization. In view of the immediate needs, the Steering Committee recommended to the junior colleges that practical advantages might accrue to them through joining the Northwest Association. Such a possibility could be realized within a few months, providing the junior colleges concerned could meet the standards of the Association, whereas the setting up of a California accrediting agency might take a year or two, and national recognition would require three or more years. Shortly after this recommendation was made by the Steering Committee, it was learned by junior college officials that it would not be legally possible for a public junior college to join an association, such as the Northwest Association of Secondary and Higher Schools, in which private institutions held membership. This legal interpretation gave emphasis, therefore, to the accrediting of junior colleges by a California accrediting agency. The California Junior College Association appointed a special committee to study the problem and to make a report at the time of its annual meeting in San Francisco in February, 1949. The report of this committee included a recommendation that a California accrediting agency be set up and be organized according to a plan which would make it possible to accredit elementary schools, high schools, junior colleges, and four-year colleges, if and when desired. The proposed agency included an executive Council which would study applications for the accrediting of junior colleges and make recommendations according to

its findings to the so-called California accrediting agency. It was interesting to note that the proposed executive council would consist of representatives selected from organizations and institutions in much the same way as members of the California Committee for the Study of Education. At the time of its San Francisco meeting, the California Junior College Association, on the recommendation of its committee, decided that it would be advantageous to give the junior college representatives an opportunity to confer with their local boards of trustees before committing themselves to a vote. Consequently, the voting was carried on by mail. The vote was not decisive.

The action of the Junior College Association on the matter of accrediting is included in this report because of the particular interest that the California Committee might have in the event that the Junior College Association had definitely decided to encourage the establishment of a California accrediting agency. In view of the fact that the accrediting committee of the Association included in its report a recommendation that the executive council would be similar in its structural organization to that of the California Committee, it was expected that the California Committee would receive an invitation to act as the executive council of the California accrediting agency. It can be reported here that at the date of writing this report the matter stands in its undecided status.

5. *Uniform College Course Names and Numbers*

The Subcommittee on Uniform Course Names and Numbers was appointed several years ago to work out a plan for the uniform naming and numbering of basic or prerequisite collegiate courses. The Subcommittee prepared and presented a set of principles to the California Committee. It remained, however, for the principles to be applied to the various departments of instruction in order that specific names and numbers could be selected. Because of the interest that the University of California had in this project, particularly in reference to the courses given on its four campuses, the Committee endorsed the effort of the University of California in preparing lists of courses given on each of four campuses for some forty-odd departments in the lower division field. This work was done by a University committee appointed by President Robert G. Sproul. Copies of the lists as finally approved were mimeographed and distributed at the request of the Steering Committee to the colleges through the state. The lists were prepared for all except four of the departments offering instruction in the lower division. President Sproul's committee did not consider that it was practicable to apply the principles to upper division and graduate courses, particularly in view of the fact that the bulk of student transfers occur at, or prior to, the junior level.

The Subcommittee on Uniform Course Names and Numbers was discharged with an expression of appreciation by the California Committee.

At the time of the meeting of the California Committee on March 17, 1949, a suggestion was made that it might be desirable to explore the value of such a project in the field of basic senior high school courses. This matter was referred to the President of the California Association of Secondary School Administrators for any action or recommendation that his Association might wish to take.

6. *Foreign Language*

The California Second Subcommittee on Foreign Language was appointed for the purpose of preparing lists of minimum essentials for the various levels in each of nine languages. The object of this work is to make it possible for students to transfer from one school or college to another or from one level to another with greater efficiency. This is particularly necessary when students transfer from high school to college. Seven of the subdivisions of the Subcommittee (French, German, Italian, Latin, Portuguese, Russian, and Spanish) have completed their reports and there remain only the reports on Chinese and Japanese to be completed.

During the year the officers of the Committee have been confronted with the problem of the publication of the Report of this Subcommittee. The difficulty, as is often the case, lay in the fact that money was not available for defraying the cost of printing. Arrangements were made finally with the State Department of Education to publish the report. In order to meet the cost estimated by the State Printer, the State Department of Education allocated \$500.00 from its budget for 1948-49, the Rosenberg Foundation contributed \$1,050.00, and the balance (\$80.00) was allocated from the treasury of the California Committee.

The printing of the report was completed in July, 1949.¹ In accordance with the plans of the California Committee, one copy is being sent to each school and college library, public and private, throughout the state, and additional copies are being distributed to the teachers of foreign languages. Complimentary copies are being sent to members of the California Committee and to the members of the subdivisions of the Foreign Language Subcommittee.

The California Committee wishes to take this opportunity to express its appreciation to all concerned for their contributions to this project.

7. *Subcommittee on Admissions*

An announcement of the establishment of the California Subcommittee on Admissions was included in the *California Journal of Secondary Education*² for October, 1948. The following additions to the Subcom-

¹ *Minimum Essentials for a Foreign Language Program for the High School*. Prepared by the Second California Subcommittee on Foreign Languages of the California Committee for the Study of Education. Bulletin of the California State Department of Education, Vol. XVIII, No. 3, May, 1949. Sacramento 14: California State Department of Education, 1949, Pp. xvi + 102.

² "The Establishment of the California Subcommittee on Admissions," *California Journal of Secondary Education*, XXIII (October, 1948), 329.

mittee have been made since that announcement: Joe H. West, Dean of Student Personnel and Guidance, San Jose State College; Hugh M. Bell, Dean of Student Personnel and Guidance, Chico State College; Stanley B. Freeborn, Assistant Director, Agricultural Experiment Station, University of California, Berkeley; Hugh C. Willett, Director of Admissions and Registration, University of Southern California; Basil H. Peterson, President, Orange Coast Junior College.

The Subcommittee has been divided into two sections. One is under the leadership of H. M. McPherson, Principal and District Superintendent, Napa Junior College, and will study admission to the freshman level. The other section, led by G. E. Dotson, Director, Long Beach City College, will concentrate its attention on admission at the junior level (fourteenth grade).

The evaluation of any experimental plans devised will require the use of complete scholarship records of students admitted to college under such plans. Scholarship records should involve a number of colleges, different types of preparation for college, and a sufficiently large number of students so that the statistical conclusions will have validity.

The use of achievement tests at the junior level, particularly for professional schools, is steadily increasing. It has been found important for tests of this kind to reveal not only achievement in subject fields but also the ability to apply knowledge to the solving of practical problems. A special committee of the College Entrance Examination Board has been working toward the development of appropriate tests for admission to the junior level. The whole matter of the development of these tests by the College Entrance Examination Board will depend on financial arrangements since it has been estimated that the preparation of the tests alone will cost approximately \$25,000.00.

The University of California is now experimenting with the admission of students at the junior level on the basis of the scholarship records made by them in their first two years of college work, without the inclusion of their high school records.

It is gratifying to note that the Subcommittee is aware of the changing conditions which confront college admission officers today, and have planned their research program to provide a necessary adjustment to these altered conditions.

8. *New Subcommittees*

At the meeting of the California Committee for the Study of Education on March 17, 1949, the following new subcommittees were authorized:

- a. California Subcommittee on Ethical Training
- b. California Subcommittee on Reciprocity at the Junior Level
- c. California Subcommittee on Criteria for Awarding Student Scholarships

a. *California Subcommittee on Ethical Training.* The problem of developing an appreciation of ethical standards is one which the California Committee has approached with the feeling that it is not quite sure what, if anything, it could do in a matter of this kind, important as it is. Consequently, the assignment to the Subcommittee involves an exploration of the problem.

The California Committee believes that it would be desirable to survey pertinent literature to find out what studies have been made, what methods, if any, have been used in the evaluation of the results, and what conclusions might have been drawn. The Subcommittee will try to determine, if possible, whether there are additional aspects of the problem that might appropriately be examined. If so, can these be studied profitably by such a group as the California Committee? If it is decided that there are such aspects, then a consideration must be made of just what means may be devised for determining the validity of any conclusions that might be reached.

J. Paul Leonard, President, San Francisco State College and Chairman of the California Committee, upon recommendation of the Steering Committee, has appointed the following people to serve as members of the Subcommittee: Frank Parr, Chairman, Director of Research, California Teachers Association; Rex H. Turner, Assistant Superintendent, Oakland School System; Hubert Semans, California State Polytechnic College; A. J. Bartky, Stanford University.

b. *Subcommittee on Criteria for Awarding Student Scholarships.* At the meeting of the California Committee on March 17, 1949, and as a result of a request of President Sproul of the University of California, the Committee authorized the establishment of a Subcommittee on Criteria for Awarding Student Scholarships. It is the plan of the Subcommittee to study in some detail the present methods of awarding student scholarships within the state and to compare California methods with the practices of other colleges and universities throughout the country. Various out-of-state universities have already shown interest in this study and are anxious to be of assistance. It is planned to have a representative of the Committee visit and interview personally the officials of colleges and universities in which the Committee is primarily interested in order to determine what methods of granting student scholarships have been used and to learn, so far as possible, which methods appear to be the most successful.

Other work of this Subcommittee will be the collection of statistics in order to determine the number of qualified secondary school graduates who are prevented by lack of money from obtaining the normal four years of collegiate instruction. It is also hoped that the Subcommittee will be able to determine the amount of additional financial assistance needed to

make possible college or university attendance by those qualified students now unable to do so for financial reasons.

It is anticipated that the problem will not be solved in a short space of time, but rather will develop into a long-range survey. The ultimate aim is to make recommendations regarding the present methods of awarding scholarships to assure that the existing financial aid is being used to further the education of the best qualified and the most deserving students.

The Subcommittee will function under the Chairmanship of J. P. Mitchell, former Registrar at Stanford University. The other members of the Subcommittee are: James B. Enochs, Dean of Men, San Francisco State College; A. G. Walker, Educational Testing Service; Alfred H. Grommon, Director of Admissions, Stanford University; O. Guinn Smith, Office of Relations with Schools, University of California.

c. Reciprocity at the Junior Level. It is important to note that at the present time the number of students transferring from junior colleges to four-year colleges is steadily increasing. The number of such transfers is greater than the number of students who enter four-year colleges directly from the high schools. Because of the fact that in a single junior college there will be students who complete the lower division requirements of several four-year liberal arts colleges, a special problem is encountered. Since the lower division requirements differ from college to college throughout the state, it is clear that a junior college, therefore, may be compelled to have a broader lower division program than a four-year liberal arts college. One aspect of the difficulty is that a student may prepare to enter the junior year of one four-year college and then, at the time he receives his A. A. degree, goes to another which has a different set of requirements. Who can say whether one set of lower division requirements is preferable?

The question therefore arises whether colleges should consider the desirability of reciprocity in the acceptance of lower division requirements. The California Committee authorized the establishment of a Subcommittee whose assignment is largely an exploratory one, seeking to determine what difficulties may be encountered by students transferring from one institution to another in the matter of recommendation of credit, or failing to meet requirements, and to determine the attitude of college officials toward a possible reciprocity agreement.

The members of this Subcommittee are as follows: Alva R. Davis, Chairman, Dean of the College of Letters and Science, University of California, Berkeley; H. M. McPherson, Principal, Napa Junior College; Arnold E. Joyal, President, Fresno State College; Hugh D. Winbigler, Registrar, Stanford University; William E. Kratt, President, Menlo School and College.

9. Financial Report

The financial status of the California Committee is as follows:

A. Publications Pool: (Figures as of July 1, 1949)

(1) Receipts:

| | |
|---|----------|
| Balance reported as of March 15, 1948..... | \$321.04 |
| Contributions from: | |
| California Association of Secondary School Administrators | \$100.00 |
| Western Association of Colleges and Secondary Schools..... | 100.00 |
| California Association of Independent Secondary Schools..... | 100.00 |
| California Council of Catholic School Superintendents | 100.00 |
| University of California..... | 100.00 |
| | 500.00 |
| For sale of Report of First Subcommittee on Foreign Language..... | 15.00 |

TOTAL RECEIPTS..... 836.04

(2) Expenditures:

| | |
|---|--------|
| Paid out for mimeographing..... | 184.35 |
| Check to State Department of Education to assist in publication of Report of Second Subcommittee on Foreign Language..... | 80.00 |

TOTAL EXPENDITURES..... 264.35

BALANCE ON HAND..... \$571.69

B. For the Study conducted by the Subcommittee on Foreign Language:

| | |
|---|----------|
| Received from the Rosenberg Foundation 6/2/43..... | \$750.00 |
| Balance as of March 15, 1948..... | 444.58 |
| Check to Rosenberg Foundation August, 1948, in refund of balance..... | 444.58 |

BALANCE ON HAND..... 000.00

C. Special Fund for Printing Report of the Second California Subcommittee on Foreign Language:

| | |
|--|-----------|
| Contributions from the Rosenberg Foundation..... | \$1050.00 |
| Allocations from California Committee Funds..... | 80.00 |

TOTAL RECEIPTS..... 1130.00

| | |
|---|---------|
| Paid to California State Department of Education to apply on printing cost..... | 1130.00 |
|---|---------|

BALANCE ON HAND..... 000.00

10. Publications Report

The following articles concerning the activities of the California Committee have been prepared for publication:

1. "Annual Report of the California Committee for the year 1947-48," published in *California Schools*, XIX (September, 1948), 271-78.

2. "The California Committee Increases Its Membership," published in the *California Journal of Secondary Education*, XXIII (October, 1948), 329.
3. "The Establishment of the California Subcommittee on Admissions," published in the *California Journal of Secondary Education*, XXIII (October, 1948), 338.

11. Officers and Membership

CALIFORNIA COMMITTEE FOR THE STUDY OF EDUCATION

| <i>Name</i> | <i>Organization or Institution Represented</i> | <i>Term Expires December 31</i> |
|--|---|-------------------------------------|
| THOMAS L. NELSON, City Superintendent of Schools, Berkeley | California Association of School Administrators | 1950 |
| HOMER H. CORNICK, City Superintendent of Schools, Santa Cruz | California Association of School Administrators | 1951 |
| G. MILLAGE MONTGOMERY, Assistant Superintendent, Los Angeles Public Schools | California Association of Secondary School Administrators | 1949 |
| ERWIN A. DANN, Director, Fresno Junior College | California Association of Secondary School Administrators | 1950 |
| J. E. HURLEY, District Superintendent, Siskiyou Joint Union High School District | California Association of Secondary School Administrators | 1951 |
| E. H. REDFORD, Co-ordinator of Adult Education, San Francisco Public Schools | California Association of Adult Education Administrators | 1950 |
| HOWARD H. PATTEE, General Secretary, California Association of Independent Schools | California Association of Independent Schools | 1950 |
| CORINNE SEEDS, Principal, University Elementary School, University of California, Los Angeles | California Elementary School Principals' Association | 1949 |
| JACK D. REES, District Superintendent, Hayward Elementary School District | California Elementary School Principals' Association | 1951 |
| ELMER C. SANDMEYER, President, Santa Monica City College | California Junior College Association | 1951 |
| GRACE BIRD, Director, Bakersfield Junior College | California Junior College Association | 1949 |
| FRANK B. LINDSAY, Assistant Superintendent of Public Instruction | State Department of Education | 1949 |
| JAY D. CONNER, Associate Superintendent of Public Instruction | State Department of Education | 1950 |
| WARREN H. NATWICK, Consultant, Bureau of Education Research | State Department of Education | 1951 |
| J. PAUL LEONARD, President, San Francisco State College | State Colleges | 1951 |
| EDWARD W. STRONG, Associate Dean, College of Letters and Science, University of California, Berkeley | University of California | 1949 |

| <i>Name</i> | <i>Organization or Institution Represented</i> | <i>Term Expires December 31</i> |
|---|--|-------------------------------------|
| PAUL A. DODD, Dean, College of Letters and Science, University of California, Los Angeles | University of California | 1950 |
| HIRAM W. EDWARDS, Director, Relations with Schools, University of California | University of California | 1951 |
| A. J. BARTKY, Dean, School of Education, Stanford University | Western Association of Col- leges and Secondary Schools | 1950 |
| R. D. HARRIMAN, Executive Head, Department of Classics, Stanford University | Western College Association | 1951 |
| FRANK W. THOMAS, Editor, California Journal of Secondary Education | California Society of Secondary Education | 1949 |
| FATHER JAMES BROWN, Superintendent of Catholic Schools, San Francisco Diocese | California Council of Catholic School Superintendents | 1949 |

ALTERNATES

| | |
|---|--|
| WILLIAM G. PADEN, City Superin- tendent of Schools, Alameda | California Association of School Administrators |
| W. H. VAN DYKE, Principal and District Superintendent, Tamalpais High School, Mill Valley | California Association of Secondary School Administrators |
| DAVID L. GREENE, Principal, Stockton Evening High School and Junior College | California Association of Adult Education Administrators |
| ANSON S. THACHER, former Headmaster, The Thacher School, Ojai | California Association of Independent Schools |
| ENOCH DUMAS, Supervisor of Elementary Education, University of California | California Elementary School Principals' Association |
| BASIL H. PETERSON, President, Orange Coast Junior College, Costa Mesa | California Junior College Association |
| WALTER R. HEPNER, President, San Diego State College | State Colleges |
| H. A. SPINDT, University Admissions Director, University of California | University of California |
| A. J. CLOUD, former President, San Francisco Junior College | Western Association of Colleges and Secondary Schools |
| JOHN L. MOTHERSHEAD, Associate Professor of Philosophy, Stanford University | Western College Association |
| H. M. McPHERSON, Principal and District Superintendent, Napa Junior College | California Society of Secondary Education |
| FATHER PATRICK ROCHE, Assistant Superintendent of Catholic Schools, Los Angeles | California Council of Catholic School Superintendents |

STEERING COMMITTEE

J. PAUL LEONARD, San Francisco State College
Chairman of the California Committee

ERWIN A. DANN, Fresno Junior College
Vice-Chairman of the California Committee

HIRAM W. EDWARDS, University of California
Secretary-Treasurer of the California Committee

R. D. HARRIMAN, Stanford University

FRANK B. LINDSAY, State Department of Education

DEPARTMENTAL COMMUNICATIONS

BUREAU OF READJUSTMENT EDUCATION

HERBERT E. SUMMERS, Chief

CHANGE IN VETERANS ADMINISTRATION RULES

The attention of all public school administrators is called to Change 12 of Veterans Administration Manual M7-5, Training Facilities. An advance copy of information about this change may have recently been received from the Veterans Administration Regional Offices. The requirements of this change demand immediate attention. It provides new and revised instructions relative to veteran training in educational institutions under Public Laws 16 and 346. The major sections, with which public schools will be most concerned, set forth new requirements relative to payment of adjusted tuition to nonprofit educational institutions, effective September 1, 1949. Schools are required to submit written requests for tuition adjustment *prior to the beginning of the school year*, and certain other pertinent data must be forwarded the Veterans Administration within thirty days after the date of application. Attention is called specifically to Paragraphs 48-C relating to Public Law 16, and to Paragraph 63.2, Sections a, b, c and d relating to Public Law 346. Any school that has not received this information nor complied with the stipulated requirements is urged to contact one of the offices of the Bureau of Readjustment Education or the Chief of Training Facilities Section, Veterans Administration in its Regional Area.

INTERPRETATIONS OF SCHOOL LAW

ALFRED E. LENTZ, Administrative Adviser

[The following items are merely digests, and although care is taken to state accurately the purport of the decisions and opinions reported, the items have the limitations inherent in all digests. The reader is therefore urged to examine the complete text of a decision or opinion and, when necessary, secure competent legal advice before taking any action based thereon.]

ATTORNEY GENERAL'S OPINIONS

Adjustment of Compensatory Time Off of Certain Employees on a Supplemental Payroll

Where deans and counselors of the California School for the Deaf, who were employed for 10 months per year and paid monthly compensation on that basis worked 48 hours a week during the period of November 1, 1947, to June 30, 1948, when the established work week consisted of 40 hours and while Personnel Board Rule 137 was effective, which rule permitted the appointing power to allow compensatory time off to such employees for work in excess of the established work week but did not allow payment for such overtime, and where such employees have since been placed by the Personnel Board in a work week class wherein no compensatory time off is allowed, nevertheless the compensatory time off of such employees for said period of time could, in the discretion of the appointing power, be adjusted on a payroll for the months of July and August, 1948, if such employees could have been employed during said two months. Such action would not be in violation of Government Code Section 18023 which was amended in 1947 by extending the period to 12 months within which compensatory time off must be taken. (Government Code Sections 18020, 18023, and 18024 cited.)

(Letter of Attorney General to Administrative Adviser, Department of Education, July 8, 1949.)

Creditability of Service Prior to 1942 as Civilian Dietitian in United States Army or United States Public Health Service Under State Teachers' Retirement Act

Service rendered by a member of the State Teachers' Retirement System as a civilian dietitian in the Medical Department of the United States Army and in the Public Health Service of the United States prior to the enactment of Public Law 828, United States Revised Statutes 1942, Chapter 805 (which during World War II and six months thereafter included in the Medical Department of the Army such female dietetic personnel, among others, exclusive of students and apprentices, as the

Secretary of War deemed necessary) does not constitute military service of the United States which may be credited as service under the State Teachers' Retirement Law, nor may such service be credited as service in a status prior to the date the status is made requisite to membership (citing Sections 14449 and 14444 of the Education Code). (AGO 49-74; 14 Ops. Cal. Atty. Gen. 4.)

**Compensation of County Superintendent of Schools as
Secretary of County Board of Education**

Under Section 3.1 of Article IX of the Constitution and Education Code Sections 301, 308, and 319, each county superintendent of schools is entitled to receive the compensation provided in said Section 319 for his services as secretary of the county board of education in addition to his salary as such superintendent, since Education Code Sections 400 to 459 in fixing the salaries for the services of such superintendent of schools do not provide that such salary shall be in full for all services performed. (AGO 49-88; 13 Ops. Cal. Atty. Gen. 240.)

(NOTE: Education Code Sections 317 and 319 were amended by Chapter 685, Statutes of 1949 (effective October 1, 1949) to make the payment of compensation to the members and secretary of each county board of education optional with the county board of supervisors.)

FOR YOUR INFORMATION

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

A calendar of educational meetings and events for the school year 1949-50 will be published from time to time in *California Schools*. The calendar is intended to provide a convenient reference for those who desire to attend meetings, and to prevent conflicts in planning and scheduling meetings so that there will be a minimum of competition between groups for attendance.

Effort has been made to include events of state-wide or regional significance. The list which follows has been compiled from information supplied to the Superintendent of Public Instruction by the organizations concerned. Dates of general importance such as holidays and anniversaries regularly observed in California public schools have been included for convenience of schedule makers. In case an event has been listed before the place of meeting has been decided upon, complete information can be printed in subsequent issues. *Corrections or additions to the following list should be reported promptly* to the office of the Superintendent of Public Instruction.

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

| <i>Date</i> | <i>Organization</i> | <i>Place</i> |
|------------------------|--|--------------------------------|
| September 5, 1949 | Labor Day | |
| September 9 | Admission Day | |
| September 17 | Constitution Day | |
| September 22-23 | State Curriculum Commission | Los Angeles |
| September 24 | State Commission on School Districts, Final Meeting | Palace Hotel, San Francisco |
| September 30-October 1 | State Board of Education Meeting | Los Angeles |
| September 30-October 2 | California Teachers Association, Southern Section, Annual Training Conference for Local Club Leaders | Camp Seeley |
| October 2-5, 1949 | California School Trustees Association, Annual Convention | Casa del Rey Hotel, Santa Cruz |
| October 5-7 | Annual Conference of California City, County, and District Superintendents of Schools, in conjunction with the California Association of School Administrators | Santa Cruz |
| October 8 | California Agricultural Teachers Association, South Coast Region | (To be announced) |
| October 8 | California Education Research and Guidance Association, Southern Section | Los Angeles |

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS—Continued

| <i>Date</i> | <i>Organization</i> | <i>Place</i> |
|------------------|---|------------------------------|
| October 8 | California Teachers Association, Bay Section Council | San Francisco |
| October 8 | Northern California Guidance Association, First Semiannual Meeting | (To be announced) |
| October 8-11 | Annual Conference on the Direction and Improvement of Instruction and on Child Welfare, in conjunction with California School Supervisors Association and California Association of Supervisors of Child Welfare and Attendance | San Jose |
| October 9 | California School Employees Association, Executive Meeting | Fresno |
| October 12 | Columbus Day | |
| October 13-15 | First Annual Conference on Educational Research, sponsored by California Teachers Association | Santa Barbara College, U. C. |
| October 15 | California Teachers Association, Southern Section Council | Los Angeles |
| October 15 | California Elementary School Administrators Association, Executive Council Meeting | Fresno |
| October 15 | California Agricultural Teachers Association, Southern Region | (To be announced) |
| October 15 | Western College Association, Fall Meeting | Stanford University |
| October 16-23 | United Nations Week | |
| October 19 | State Joint Committee on School Health | Sacramento |
| October 21-22 | California Agricultural Teachers Association, North Coast Region | (To be announced) |
| October 21-22 | Annual Fall Meeting of Representative Council and Executive Board of the California Association of Secondary School Administrators | Sacramento |
| October 22 | Future Homemakers of America, State Meeting | Asilomar |
| October 28-30 | California Teachers Association, Bay Section, Eighth Annual Officers Training Conference | Asilomar |
| October 29 | California Agricultural Teachers Association, Central Section | (To be announced) |
| October 29 | California Association for Health, Physical Education and Recreation, Southern Section Conference | Pasadena City College |
| November 5, 1949 | California Agricultural Teachers Association, San Joaquin Region | (To be announced) |
| November 6-12 | American Education Week | |

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS—Continued

| <i>Date</i> | <i>Organization</i> | <i>Place</i> |
|--------------------|--|-------------------------|
| November 9 | Election Day | |
| November 11 | Armistice Day | |
| November 11-13 | California Teachers Association, Central Section, Eighth Annual Officers Training Conference | Asilomar |
| November 12 | California Teachers Association, Southern Section Council | Los Angeles |
| November 12 | California Agricultural Teachers Association, Sacramento Valley Region | (To be announced) |
| November 16-18 | California State Junior College Association, Annual Fall Conference | Bakersfield |
| November 16-20 | California Association of Adult Educa- tion Administrators, Fall Conference | Bakersfield |
| Mid November | Northern California Junior College Association | Berkeley |
| November 18-19 | Audio-Visual Education Association of California, Fall Conference | San Francisco |
| November 18-19 | State Council on Teacher Education | Yosemite |
| November 19 | Association of California State College Instructors, Semiannual Conference | Sacramento |
| November 19 | California Council for Adult Educa- tion, Annual Fall Meeting | Bakersfield |
| November 19 | California Teachers Association, Bay Section Council | San Francisco |
| November 24 | Thanksgiving Day | |
| November 28-30 | California County Superintendents of Schools Association, Annual Conference | Sacramento |
| December 2-3, 1949 | California Teachers Association, State Council of Education | Los Angeles |
| December 6-10 | American Vocational Association, Annual Conference | Atlantic City, N. J. |
| December 6-10 | National Council of Chief State School Officers, Annual Conference | Biloxi, Miss. |
| December 25 | Christmas Day | |
| January 1, 1950 | New Year's Day | |
| January 14 | California Teachers Association, Southern Section Council | Los Angeles |
| January 28 | California Teachers Association, Bay Section Council | San Francisco |
| February —, 1950 | California Association for Health, Physical Education and Recreation, Bay Section Conference | Berkeley |
| February 12 | Lincoln's Birthday | |
| February 15 | Susan B. Anthony Day | |

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS—Continued

| <i>Date</i> | <i>Organization</i> | <i>Place</i> |
|---------------------|--|------------------------------|
| February 18 | California Agricultural Teachers Association, South Coast Region | (To be announced) |
| February 18-19 | California Association for Childhood Education | Long Beach |
| February 22 | Washington's Birthday | |
| February 25 | California Agricultural Teachers Association, Southern Region | (To be announced) |
| February 25-March 2 | American Association of School Administrators | Atlantic City, N. J. |
| March 6-8, 1950 | Wild Life Management Institute | San Francisco |
| March 7 | California Conservation, Bird, and Arbor Day, Opening 16th California Conservation Week | |
| March 8-11 | California County Superintendents of Schools Association, and County Superintendents' Staffs | Asilomar |
| March 11 | California Teachers Association, Southern Section Council | Los Angeles |
| March 11 | California Agricultural Teachers Association, Central Region | (To be announced) |
| March 17-19 | California Association of Deans of Women and Women Vice Principals, Southern Section | (To be announced) |
| March 18 | California Agricultural Teachers Association, Sacramento Valley Region | (To be announced) |
| March 20-23 | Annual Conference on Trade and Industrial and Industrial Arts Education and Teacher Training | San Francisco |
| March 23-26 | Pacific Coast Camping Federation, Annual Conference | Asilomar |
| March 24-25 | California Industrial Education Association, Annual State Conference | San Francisco |
| March 25 | California Teachers Association, Bay Section Council | San Francisco |
| April __, 1950 | Northern California Junior College Association | (To be announced) |
| April 1 | Western College Association, Spring Meeting | Santa Barbara College, U. C. |
| April 1-5 | California Association for Health, Physical Education and Recreation, Annual State Conference | Santa Barbara |
| April 2-5 | Annual Conference of Elementary School Principals and District Superintendents of Schools, in co-operation with California Elementary School Principals' Association | Hollywood |

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS—Continued

| <i>Date</i> | <i>Organization</i> | <i>Place</i> |
|--------------------|---|---------------------------------------|
| April 3-5 | California Association of Adult Education Administrators, Spring Conference | Long Beach |
| April 3-5 | Annual Conference of California Secondary School Administrators, in conjunction with Annual Conference of California Association of Secondary School Administrators | Long Beach |
| April 3-5 | California Council for Adult Education, Annual Spring Meeting | Long Beach |
| April 6-7 | California Business Education Association, Annual Convention | San Jose |
| April 7-8 | California Teachers Association, State Council of Education | San Francisco |
| April 9 | Easter Sunday | |
| April 12-15 | California Association of Public School Business Officials, State Convention | Coronado |
| April 22 | California Agricultural Teachers Association, San Joaquin Region | (To be announced) |
| April 24-28 | Public Schools Week | |
| April 30 | Northern California Guidance Association, Second Semiannual Meeting | (To be announced) |
| May —, 1950 | California Association for Health, Physical Education and Recreation, Central Section Conference | Bakersfield |
| May 1-5 | California Congress of Parents and Teachers State Convention | Santa Cruz |
| May 13 | California Teachers Association, Southern Section Council | Los Angeles |
| May 18-25 | National Congress of Parents and Teachers, National Convention | Long Beach |
| May 30 | Memorial Day | |
| June 14, 1950 | Flag Day | |
| June 20-24 | California County Librarians, Annual Convention | Sacramento |
| June 21-24 | California Library Association, Annual Meeting | Sacramento |
| July —, 1950 | California School Employees Association | Eureka |
| July 4 | Independence Day | |
| July 13-15 | Regional Conference of Guidance Personnel | San Francisco State College |
| August 16-19, 1950 | California Congress of Parents and Teachers, Home-School Workshop | University of California, Los Angeles |

NEW MEMBER OF STATE BOARD OF EDUCATION

Governor Earl Warren appointed Mrs. W. J. Parks of Richmond to fill the unexpired term of the late Ralph T. Fisher as member of the State Board of Education. The appointment was confirmed by the California State Senate on July 2, 1949.

Mrs. Parks is past council president of District 16 of the California Congress of Parents and Teachers.

CONSTITUTION DAY, SEPTEMBER 17

September 17, 1949, will mark the one hundred sixty-second anniversary of the completion and signing in 1787 of the Constitution of the United States. This day has been designated by the Congress of the United States for celebration of the adoption of the Constitution, for study of its provisions, and for reaffirmation by all Americans of their appreciation of this notable document.

THE FORTY-EGHT STATE SCHOOL SYSTEMS

The Governors' Conference, at its annual meeting in 1948, directed the Council of State Governments to make a comprehensive, factual study of elementary and secondary education in the states. A survey was undertaken, and a professional research staff devoted months to assembling the facts supplied through the governors of the states with the assistance of the state departments of education. The resulting volume of 256 pages, *The Forty-Eight State School Systems*, published in 1949, is an authoritative presentation on the organization, administration, and financing of public elementary and secondary education in the American states. Copies of the volume may be ordered from the Council of State Governments, 1313 East Sixtieth Street, Chicago 37, Illinois. The price is \$4.

SLOAN PROJECT IN APPLIED ECONOMICS

The Project in Applied Economics, assisted by grants-in-aid from the Alfred P. Sloan Foundation, has been established at four state universities and eight teachers colleges¹ as a nonprofit, noncommercial service project to improve community living by helping schools to become community-centered. As one means of improving living conditions, the Project encourages teachers to develop supplementary instructional materials in applied economics that are suitable for their own communities. The

¹ University of Florida; University of Vermont; University of Kentucky; University of Tennessee; Keene Teachers College, Keene, New Hampshire; Mississippi Southern College, Hattiesburg; North Texas State Teachers College, Denton; State Teachers College, Moorehead, Minnesota; State Teachers College, Oneonta, New York; State Teachers College, Mayville, North Dakota; and Western Illinois State Teachers College, McComb.

Project distributes this material in printed form for adaptation in other community-schools. Eight booklets developed in this way, under guidance of the co-operating colleges, are now available. Two of these—*School Lunch at Lincoln Center* and *Improving the Community Through the School*—are available without charge. The other six are supplied at a cost of 20 cents each, with discounts allowed on orders in quantity: *If Our House Could Talk*; *Your House and Mine*; *Let's Figure for a Home*; *Unexpected Gift*; *Wise Spending for Better Living*; *Spinneret Children*.

Requests for these publications may be addressed to the Project in Applied Economics, College of Education, University of Florida, Gainesville, Florida.

FINAL MEETING OF STATE COMMISSION ON SCHOOL DISTRICTS

The State Commission on School Districts will hold its last regular meeting on September 24, 1949, at the Palace Hotel in San Francisco. The session will begin at 9:30 a.m. The Commission extends a cordial invitation to all interested individuals and organizations to attend this final meeting. In accordance with the terms of the law by which the Commission was established,¹ it will cease to exist from and after October 1, 1949, and its functions will be transferred to the State Board of Education.

¹ Chapter 1273, Statutes of 1945 (Education Code Sections 4871 to 4991.)

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